DOCUMENT RESUME

ED 368 482 PS 022 215

AUTHOR Herman, Hannah; And Others
TITLE Prenatal to Preschool: An Integrated Approach to School Readiness for Native Hawaiian Children.
PUB DATE Dec 93
NOTE 20p.; Paper presented at the Biennial National Training Institute (8th, Washington, DC, December 2-5, 1993).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Charts; Child Health; Cultural Awareness; *Day Care; Home Visits; Parent Education; Prenatal Care; *Preschool Education; Program Descriptions; *School Community Programs; *School Readiness
IDENTIFIERS *Hawaii; Integrated Services; Program Characteristics

ABSTRACT

This report outlines the Pre-kindergarten Educational Program (PREP) of Kamehameha Schools Bishop Estate in Hawaii, an integrated early education program serving families with children from the prenatal stage through age 5. The paper first discusses the program's three components and how they adapt to developmental changes in children and families, moving from a home visiting delivery system to a mobile neighborhood traveling preschool to a more traditional center-based preschool. It then discusses eight domains across which the three components are integrated: (1) theory; (2) training; (3) curriculum; (4) family involvement; (5) context of the community; (6) linkage with community resources; (7) assessment; and (8) transitions. Charts and tables emphasize the three components' features, theoretical basis, goals, and philosophy. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 368 482

Prenatal to Preschool: An Integrated Approach to School Readiness for Native Hawaiian Children

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Hannah Herman
Virginia Fink
Carol Hosaka
Winnie Ching
Anita Choy
Robin Einzig
JoAnne Huber
Cathie Jordan
Corinne Peet

Kamehameha Schools
Early Education Division
PreKindergarten Educational Program
1887 Makuakane Street
Honolulu, Hawaii 96817

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Hannah Herman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Poster presented at the Zero to Three National Center for Clinical Infant Programs, 8th Biennial National Training Institute, Washington, D.C., December 2-5, 1993.

PS 022215

BEST COPY AVAILABLE

OVERVIEW

The Pre-kindergarten Educational Program (PREP) of Kamehameha Schools Bishop Estate is an integrated early education program serving families with children from the prenatal period through age five. Three components adapt to developmental changes in children and families, moving from a home visiting delivery system **(Parent-Infant Educational Services)**, to a mobile neighborhood traveling preschool **(Traveling Preschool)**, to a more traditional center-based preschool **(Center-Based Preschool)**. A common theoretical base, an emphasis on language development, a focus on family involvement, and a responsiveness to Hawaiian culture link the components. Communities across the state express their cultural heritage in unique ways, and these differences are reflected in local variations of all three components. Ethnically Hawaiian families living in communities in which children have a record of poor school performance are targeted for program services. PREP provides an example of a continuum of early education services designed to increase the likelihood of school success.

Parent-Infant Educational Services (P-IES) is designed for young families expecting their first or second child, and provides services starting during pregnancy and continuing until the child reaches age two. Services are delivered in a variety of settings including home visits with a parent-infant educator and the primary caregiver or several family members, and in small groups in the community.

Families and staff work together to plan activities for the child based on the individual child's development. Staff facilitates the use of effective mediated learning strategies as parents and children interact around the planned activities.

The culture of the community is incorporated in activities such as making a quilt for the expected baby. Different communities develop unique quilts depicting family members interacting with a child, surrounded by native plants from each area that traditionally have had significance during pregnancy or infancy. The process of quilt making provides a context for validating traditional Hawaiian child rearing practices and introducing new concepts and practices.

Traveling Preschool (TPS) is a mobile early childhood education experience for children and their caregivers, including children with special needs. TPS targets toddlers two to three years, but welcomes older and younger siblings. TPS travels to neighborhood sites twice a week where a complete learning environment is set up in a park or other community building. Children and adults participate together in a wide variety of developmental learning activities. Families conduct developmental screening and make appropriate plans with the support of the staff. Families also receive information on parenting and community resources.

Hawaiian culture is reflected in the structure of TPS which supports the involvement of multi-generational and extended families, provides opportunities for culturally valued cooperative efforts by involving adults and children in all aspects of the program, including interactions around learning activities and natural materials, as well as set-up and break-down of learning centers. An informal "talk story" style characterizes interactions among staff and family members.

Center-based preschools (CBPS) serve four and five-year-old children and their families in a classroom setting, either in private buildings or at public schools as part of a partnership with the State Department of Education.

Parents are actively encouraged to participate in their child's education. Family members share their special skills and talents with the children, help with activities in the classroom, and attend workshops. Additionally, having parents read regularly with their child is an essential feature of center-based classrooms. A print-rich environment, and an atmosphere in which teachers engage children in active and extended dialogues are other classroom features that promote language development.

The classroom incorporates familiar objects and natural materials from the surrounding community, reflecting the local culture and supporting children's learning. Community members, especially those of the grandparent generation, often visit and interact with the children, as sources of wisdom and knowledge about the Hawaiian culture.

OVERVIEW OF PREKINDERGARTEN EDUCATIONAL PROGRAM

PROGRAM FEATURE	P-IES	TPS	CBPS
TARGET POPULATION	Parents and families from prenatal period through age 2. Limited to families with Hawaiian children.	Primarily 2-3-year old children accompanied by parent or other adult and siblings. Open to all families in community.	Children 4-5 years of age and their families. Limited to Hawaiian children in private Kamehameha Schools' classrooms; Open to all students in Kamehameha Schools/ Dept. of Education classrooms.
LEARNING ENVIRONMENT	Primarily at participant's home; some group meetings and classrooms.	In neighborhood meeting places, such as parks & community halls.	Preschool classroom.
STAFFING **Qualifications**	Para-professionals with or working towards a CDA and experience working with families.	Bachelors degree in Early Childhood Education or related field. Aides have a high school diploma and directly related experience.	Bachelors degree in Early Childhood Education or related field. Aides have a high school diploma and directly related experience.
Staff to family/child ratios	1 to 1 with extended family members often present. Average caseload is 20 families per Parent-Infant Educator (P-IE). Currently there are 29 P-IEs serving over 500 families.	1 teacher and 1 aide per neighborhood; each teacher and aide team serves 2 neighborhoods. Staff to family ratio averages 1:12; approximently 50-75 participants per session. Currently there are 19 teaching teams serving more than 3500 children.	1 teacher and 1 aide per classroom. Staff to child ratio is 1:10. Currently there are 30 classes serving 600 children.
PARTICIPATION	Average of 3 sessions per month per family; families may participate prenatally through age 2.	2 hour sessions, twice weekly; approximately 38 weeks per year. Attendance is voluntary and frequency of participation varies.	28-30 hours per week; approximately 33 weeks per year. Regular participation is required.

THE THREE COMPONENTS OF THE PREKINDERGARTEN EDUCATIONAL PROGRAM ARE INTEGRATED ACROSS EIGHT DOMAINS:

THEORY

TRAINING

CURRICULUM

FAMILY INVOLVEMENT

CONTEXT OF THE COMMUNITY

LINKAGE WITH COMMUNITY RESOURCES

ASSESSMENT

TRANSITIONS

THEORY

PREP reflects the theoretical orientations of several theorists whose ideas generally complement each other. A consistent theoretical base links the program components and provides a framework for incorporating new features into PREP.

PIAGET:
Young children strive to make sense out of their world and actively construct knowledge from their actions on objects in their environment. These experiences, influenced by the child's maturational and developmental levels, are the cornerstone of cognitive growth.

VYGOTSKY:
Learning and the development of all higher mental functions derive from social interactions with more skilled others, including parents, teachers and peers. Through participation in joint activities, the novice learner internalizes ways of thinking and behaving that are characteristic of the culture in which these interactions are embedded. Emphasis is placed on the importance of language for fostering the development of higher mental functions.

FEUERSTEIN:
Cognitive development takes place throughout the life span and is always modifiable. Learning occurs as a result of social interactions involving mediated learning experiences (MLE), and by direct exposure. MLE's refer to interactions in which the adult or experienced person intentionally acts to select, focus, and provide feedback from the environment to the learner, using strategies that affect the development of cognitive structures. The ability to benefit from direct exposure is related to the quality of the person's mediated learning experiences.

BRONFENBRENNER:
The child's development has to be understood in terms of the larger ecological system in which the child exists, including the immediate family, the surrounding community, the local institutions, and the cultural values and institutions of society in general.

TRAINING

Philosophy: A primary purpose of training is to empower staff members to make responsible and effective decisions based on a firm knowledge of human development, best professional practices, and PREP's theoretical and philosophical base.

Training should build on existing knowledge, experience and strengths of staff.

Training should be ongoing, evolving as the program evolves, incorporating staff needs, new program elements, modifications of existing program elements and provided by a variety of sources.

Successful communication and interaction strategies between staff and program participants will be enhanced when those strategies are modeled by trainers.

People learn best when they have opportunities to directly apply knowledge or practice skills with the guidance of someone more skilled in that area.

Training should establish and build on a core of knowledge in the following areas:

- application of child development knowledge
- curriculum
- health and safety
- professionalism/ ethics
- working with families
- child management
- community/ culture
- staff interactions

Examples of Implementation:

All components have inservice training and on-site follow-up consultations.

Regional inservices are conducted to adapt to diverse needs of staff at different locations throughout the state.

CURRICULUM

Philosophy: Children learn best when their interactions, environments and activities challenge them to develop strategies that will build new skills and enhance existing skills. Interactions, environments and activities should be appropriate to the individual child's developmental level, interests and needs.

Examples of PREP's goals and relevant activities/strategies in one curriculum area.

LITERACY GOALS

P-IES	TPS	CPBS
1 Parent and child enjoy looking at books together.	1 Independently selects and enjoys books. -->	--> --> --> --> --> --> --> --> -->
2 Read to regularly and sees people reading.	--> --> --> --> --> --> --> --> -->	--> --> --> --> --> --> --> --> -->
3 Experiences variety of books with simple pictures and familiar content.	3 Experiences a variety of book types.	3 Experiences a variety of book types with increasingly complex and less familiar content.
4 Attention is directed to print and symbols in the environment.	4 Understands that print and symbols have meaning.	4 Understands purposes for different types of written materials; recognizes common graphic conventions; identifies letters and numbers.
	5 Scribbles and imitates writing.	5 Writes name; understands the link between spoken and written words.
	6 Knows basic book conventions.	6 Knows reading conventions.
	7 Retells simple stories.	7 Retells more complex stories and maintains the story line; uses connective devices.

ACTIVITIES/STRATEGIES

1. Parents encouraged to engage in mediated learning experiences around literacy activities.	1. Parents read with children during TPS.	1. Teacher uses rich, explicit language.
2. Parents learn age-appropriate book reading strategies.	2. Lending library available (Keiki Book Bag).	2. Lending library available (Keiki Book Bag).
3. Hawaii Early Learning Profile (HELP) charts (Language & Cognitive areas) linked to literacy development.	3. Book reading by teacher is routine.	3. Book reading by teacher is routine.
	4. Writing opportunities available.	4. Writing and Reading Centers.
	5. Print-rich and picture-rich environment.	5. Print-rich environment.
		6. Daily written messages generated by teacher and class (Morning Message).
		7. Children routinely dictate personal experiences, stories (Keiki Scrapbook).

BEST COPY AVAILABLE

FAMILY INVOLVEMENT

Philosophy: Families' expectations, knowledge, skills, attitudes and interactions with their young children play a vital part in supporting children's optimal development and education. PREP has a responsibility to draw on the knowledge of families as a resource to inform and enrich their children's education, as well as to contribute to families' knowledge and understanding of child development, to provide opportunities to practice and enhance their teaching skills, and to provide appropriate support.

Examples of implementation:

P-IES:
HELP Charts completed by families, with Parent-Infant Educator providing decreasing amounts of assistance over time.

TPS:
Developmental screening of children by their parents with some assistance with interpretation and planning from professional staff.

CBPS:
Families and their children regularly select books to share at home (Keiki Book Bag Project).

CONTEXT OF COMMUNITY

Philosophy: The population PREP is intended to serve shares a culture and a heritage. At the same time, every community has unique characteristics and varies in history, lifestyle, economic level and significant events. PREP attempts to recognize and honor these commonalities while adapting services to meet the specific needs of each community.

Examples of Implementation:

P-IES:
Parents at each site create a quilt for the baby that reflects the unique qualities of the local and natural environment.

TPS:
Curriculum content, themes and materials are adapted to incorporate features of the local and natural environment.

CBPS:
Hawaiian songs, greetings, phrases, books, etc. are an integral part of the classroom.

LINKAGE WITH COMMUNITY RESOURCES

Philosophy: PREP sites are community-based and therefore it is critical that the program is integrated within the community context.

Examples of Implementation:

Community involvement and integration processes are facilitated by:

Developing and maintaining linkages with educational, health, social and cultural resources through representation on interagency councils, coalitions or committees such as:

> Governor's Council on Literacy; Open Doors (OCC); Healthy Mothers, Healthy Babies Coalition; Hawaii Association for the Education of Young Children; Hawaii State Primary Care Roundtable.

Forming public-private partnerships by providing PREP services in public schools, parks and recreation or community centers.

ASSESSMENT

Philosophy: PREP should monitor the growth and development of individual children and their families, and assess overall program effects using tools that reflect the intended outcomes of the program. Assessment should incorporate a variety of quantitative and qualitative approaches, and include parents and direct service staff as sources of information about developmental progress and program effectiveness.

Examples of Implementation:

P-IES:
Child development monitored by HELP – completed by family members.

Family progress monitored by Kamehameha Schools' Category of Educational Levels System - completed by Parent-Infant Educator.

TPS:
Child development monitored by ICMQ – completed by family member.

Child progress monitored through portfolio assessment – *Ho'okupu* project.

CBPS:
Developmental screening with DIAL-R – completed by teacher or aide.

Child progress and program effects assessed by Kamehameha Schools' Curriculum Outcome Assessment and Peabody Picture Vocabulary Test (PPVT).

SAMPLE OF KAMEHAMEHA SCHOOLS' CATEGORIES OF EDUCATIONAL LEVELS

	CATEGORY 1 EDUCATIONAL LEVEL I	CATEGORY 2 EDUCATIONAL LEVEL II	CATEGORY 3 EDUCATIONAL LEVEL III	CATEGORY 4 EDUCATIONAL LEVEL IV
PARENT (CAREGIVER) KNOWLEDGE				
A. Knowledge of Development				
1 Knowledge of own child	1a. With guidance, observes a few of baby's behaviors.	1a. Observes and with guidance interprets a majority of baby's cues.	1a. Observes and interprets baby's cues and behavioral patterns.	
2 Knowledge of child development and child development materials	2a. Takes minimal interest in HELP charts.	2a. With guidance, matches child's behaviors to behaviors on the HELP charts.	2a. Uses HELP charts and HELP Guide accurately to understand her child's growth and development. 2b. Observes and describes her child's behavior and relates it to normal growth and development. 2c. Observes and interprets her child's behavior for the purpose of extending/ providing educational opportunities.	2a. Uses other child development/ educational materials independently.
B. Knowledge of Strategies				
1 Language Development Interaction Strategies	1a. Occasionally intentionally makes eye contact with child. [E-3] 1b. Occasionally talks, vocalizes, or sings to the child. [E-2] 1d. With guidance, identifies two of her child's attempts to communicate (e.g. cry, body gestures, etc.)	1a. Makes eye contact to attract and maintain the child's attention. [E-3] 1b. Talks to the child and responds to vocalizations by imitating the sounds or repeating the words and giving the child time to respond. [E-2] 1c. Uses words and gestures to indicate what she wants the child to do. [E-5] 1d. Responds to vocalizations and gestures with verbal descriptions and allows child time to respond. [C-9] 1e. Comments on what child is doing as he engages in the activity; labels objects child is using. [C-9] 1f. Provides information about events or activities that are about to happen to the child. [C-9] 1g. Asks questions about what the child is doing. [C-8]	1c. Uses explicit language and gestures to indicate what she wants the child to do. [E-5] 1d. Responds to child's communications with descriptive expansions/rephrases. [C-2-5,9] 1e. Comments on what child is doing using explicit language. [C-9] 1f. Provides information and explanations about events or activities that are about to happen to the child. [C-9] 1g. Asks questions that elicit responses from the child and elaborates answers. [C-8]	1g. Asks a series of questions that elicit "short stories" (2 – 3 ideas that are linked) from the child and then gives a short summary. [C-8] 1h. Describes a sequence of events to give a full picture of something that actually happened. [C-10] 1i. Uses a wide variety of strategies flexibly and selectively to optimize language development.

BEST COPY AVAILABLE

Kamehameha Schools' Traveling Preschool

Portfolio Assessement

(sample page)

Ho'okupu: *Ho'okupu* means to grow or sprout; it also means offspring, as a child *(keiki)* sprouts from the parent (*makua*). We use *Ho'okupu* to identify the child whose accomplishments appear in this portfolio. It is important to document the growth of this child (*'oha* - shoot of the *kalo*), because the foundations we build now will bear fruit in the future.

Hala: The *hala* represents the intricate weaving that takes place in the child's growth. The parent (*makua*), the child (*keiki*) and the teacher (*kumu*) are woven together for all time. If the weaving is good, the beauty, strength, and integrity of the mat (*moena*) will endure.

BEST COPY AVAILABLE

SAMPLE ITEM FROM KAMEHAMEHA SCHOOLS' CURRICULUM OUTCOME ASSESSMENT:

C10 - NUMERACY

Outcome: Child has beginning understanding of counting and quantity.

1	2	3	4	5	6	7
Attempts to rote count; does not show consistent pattern. Does not yet demonstrate one to one correspondence (does not name a number for each object they touch or "count" items one at a time). Expresses quantities in the form of simple labels, rather than numerically (e.g., plenty, a lot, a little bit).		Rote counting to 10. Attempts to count beyond 10. Counts using one-to-one correspondence, stating numbers in incorrect sequence (touching one item at a time and stating a number). Counts using one-to-one correspondence up to 5. Makes non-numerical comparisons between quantities (e.g., "I got more/ less"). Uses numbers accurately to represent quantities of less than 5 (e.g., I get 2 napkins). Recognizes patterns of increasing/ decreasing number in familiar songs, finger plays, etc. (e.g., knows number pattern in "3 little monkeys").		Rote counting to 20. Counts up to 10 starting at any given number. Counts using one-to-one correspondence beyond 5 when more than that number of items are present. Uses numbers to represent a range of quantities, not necessarily accurately (e.g., "My aunty got 150 million pogs). Uses at least one number when making comparisons between quantities. Has elements of beginning addition in familiar contexts (e.g., 5 kids in a center, a child notices that there will be 6 when one more comes in).		Counts backwards from 10. Understands sequencing of numbers beyond 20 (e.g., 36,37). Has a more complete understanding of the relationship between numbers and the precise quantities they represent. Understands that the final number when counting is the same as the total number of objects in the set. Understands simple addition and subtraction in a variety of contexts.

Key: Level 1 = Competence is not yet in evidence or is minimal.
Level 3 = Competence is emerging but does not yet match the intended outcome.
Level 5 = OUTCOME LEVEL: Competence is developmentally on target .
Level 7 = Competence is developmentally advanced.

BEST COPY AVAILABLE

TRANSITIONS

Philosophy: A continuum of services that begin prenatally and continue through the early years as families and children move from informal to more formal educational settings increases the likelihood of school success. Transitions between PREP components are facilitated when there is a shared theoretical and philosophical base, and there are some comparable curriculum features. PREP is committed to promoting transitions between PREP components and to facilitating the transition to elementary school.

Examples of Implementation:

P-IEs frequently accompany their families to TPS.

TPS staff informally share information with CBPS staff about children transitioning to preschool.

There are some cross-component staff development activities.

There are a variety of unique efforts to ease transitions to elementary school (e.g., visits to kindergarten classrooms, dialogues with kindergarten teachers).